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ABSTRACT

This publication describes Venture Capital grants, which are awarded to Ohio schools for school-improvement efforts. Originating in the business sector, the concept of Venture Capital represented corporate earning or individual savings invested in a new or fresh enterprise. The grants are designed to be long-term, evolving efforts focused on a particular dimension of change. The report identifies school-improvement efforts that have the greatest potential for enhancing the ability of educators to improve student learning. Over the course of the 5-year commitment, educators are expected to attempt innovations in teaching and learning, assessment, governance, organization, and professional development. The report also describes the foci of school improvement, resources for professional development offered by various school-improvement models, and the grant-competition process. An overview of school-improvement models and New American School Development Corporation (NASDC) models is presented. Each model is described according to its goals, visions, curriculum and instruction, assessment, professional development, links to higher education, roles and responsibilities, structure, and parent/business/community involvement. Answers to commonly asked questions about Venture Capital grants are included. Appendices contain information on building a school profile and a school self-appraisal instrument. (LMI)

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ED 394 200

Venture Capital in Ohio Schools:

Building Commitment and Capacity for School Renewal

Ohio Department of Education
1995

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Introduction

Venture Capital: Investing in a new education enterprise to improve student learning

Originating in the business sector, the concept of Venture Capital represented... "retained corporate earning or individual savings invested or available for investment in the ownership element of new or fresh enterprise." Since investors were literally experimenting with these funds, Venture Capital was often referred to as "risk capital."

The State Board's vision statement encourages... "long-term effort(s) for positive change that encourage experimentation and risk-taking" to ensure that "conditions for learning are right." In the sense that dollars are invested in the new enterprise of "education improvement," Venture Capital has the same significance for education as it does for the business community.

Funding from the state legislature has made Venture Capital grants available to support school improvement. The use of Venture Capital is an essential strategy for high performance teaching and learning. It is used to spark school renewal efforts and to encourage risk-takers who want to create a more effective educational system.

Schools awarded Venture Capital grants in FY 94-95 will receive $25,000 each year for up to five years. To qualify for the award, Venture Schools have to document support for their improvement plan from 80 percent or more of their building staff, gain approval to apply by a resolution passed by their board of education, and generate community support. After the five-year time frame, schools are expected to have made significant progress in institutionalizing their commitment to professional development and transforming the culture in which school renewal is to be implemented. As of winter 1995, 347 schools have received Venture Capital grants.

Venture Capital grants are designed to be long-term, evolving efforts focused on a particular dimension of change, e.g., curriculum development, professional development, assessment. Educators are asked to adjust more than the structures of conventional schooling, and over their five-year commitment attempt fresh approaches and active explorations of fundamental change in

- Teaching and learning
- Assessment
- Governance
- Organization
- Professional development

The challenge is to break down barriers to progress, and do so as a community of learners with the single-minded goal of making schools better places for teachers to teach and students to learn. Education improvement efforts are guided by a common belief system that

- All students can learn.
- Learners possess multiple intelligences.
- Participation in a learning community fosters social, civic, emotional, and intellectual growth.
- Diverse instructional strategies and environments enhance learning.

This monograph is intended to initiate a dialogue about school improvement efforts which have the greatest potential for enhancing the ability of educators to improve student learning. Schools are encouraged to use this monograph to work with their learning communities to examine their commitment, capacity, and need for school improvement.

The most significant contribution of this monograph is the invitation it offers the learning community to adopt existing school improvement models or the challenge to invent something that might be better. It offers guidance for educators in reflecting about what they do, in institutionalizing long-term improvements, and in collaborating for sustained change.

School Improvement Focus

School improvement refers to efforts that focus on long-term, positive change in schools. Such efforts may involve enhancing instructional strategies, sharing leadership, designing curriculum, or some combination of all of these. School improvement applies to efforts to change the fundamental structure of the education system to create conditions in which all can achieve at higher levels. School improvement must focus on the development and interrelationships of all the main components of the system simultaneously—teaching and learning, assessment, governance, organization, and professional development. It must also focus on the culture of the system.

School Improvement Structure

The structure includes such elements as curriculum, teaching, management, roles and responsibilities, relationships, incentives, and other practices that define school and district working environments. Essential to school improvement is the recognition that schools must educate all students. The term all students is defined as students from a broad range of backgrounds and circumstances including disadvantaged students; students with diverse racial, ethnic, and cultural backgrounds; students with disabilities; students with limited English proficiency; and academically talented students. School improvement can only be achieved if there is a willingness to fundamentally restructure Ohio's education system.

Elements of School Improvement

School improvement usually involves collaborative management and enhanced roles for teachers in instruction and decision making. Collaborative management places the authority and responsibility for decisions regarding budgets, teaching and learning, personnel, and/or school policies in the hands of individual school staffs and communities, as opposed to central office administrators. Collaborative decision making involves teachers, parents, students, and community members in decisions traditionally made by district and/or building administrators alone. School improvement requires that teachers play an important role in the change process.

Planning and Implementing School Improvement

The continuous and long-term involvement of teachers in planning and implementing change becomes a powerful impetus for capacity building among professionals. Those who plan and carry out improvements will not only address the challenges of transforming entrenched traditions, cultures, and beliefs, but will themselves experience professional transformation.

Using Venture Capital grants to create a high performance system of teaching and learning in Ohio's schools calls for a coordinated support structure that will build the capacity of the learning community. A learning community can be defined as people in the community who recognize the capacity of each member of the community to enhance school improvement; it is the sum of their capacities that represents the power of the group. Members of the learning community include students, parents, educators, school board members, school treasurers, higher education personnel, legislators, senior citizens, and other representatives from the community such as social services, government, child and youth services, law enforcement, business and industry, churches, medical services, and the media.

Members of the learning community enhance the school improvement effort by forming school leadership teams. The key ingredients for the success of such teams include

- Diverse and representative team membership and
- Open, honest and clear communication

The planning strategy could include

- Beginning the evolutionary process of developing a vision, mission statement, values and beliefs
- Developing and conducting a needs assessment by utilizing the Building a School Profile (Appendix A) and the School Improvement Self-Appraisal (Appendix B)
- Sharing the needs assessment with the learning community
- Developing and implementing an action plan that answers the questions "Where are we?" "Where do we want to go?" and "How do we get there?"
- Conducting an ongoing assessment and evaluation that offers opportunities to reflect upon the vision, mission, values, beliefs, and action plan strategies

Waivers to Support Innovation

The quality of school improvement is surely mirrored in results. Focusing attention on results, however, is premature and even counterproductive without a prior and overarching focus on the processes that bring forth desired results.

As new systems and structures are developed, the board of education of a school district may submit an application to the Ohio Department of Education for an exemption from specific statutory provisions and/or rules to implement a proposed innovative education program. This exemption is allowed through the State Board of Education's waiver authority. An innovative education program is defined as one in which teaching and learning, assessment, governance, organization, and professional development differ from commonly accepted practice

in the district, the ultimate purpose of which is to increase student results. Schools are encouraged to take advantage of this waiver authority as school improvement plans are conceived and implemented.

The waivers are limited to the provisions of Title XXXIII of the Revised Code or to any rule of the State Board of Education adopted pursuant to that Title, except that no exemption shall be made for the provisions or rules that follow:

- Provisions or rules adopted pursuant to Chapter 3307 of the Revised Code (State Teachers Retirement System)
- Provisions or rules adopted pursuant to Chapter 3309 of the Revised Code (Public School Retirement System)
- Provisions or rules adopted pursuant to Sections 3319.07 to 3319.21 of the Revised Code (Employment of Teachers)
- Provisions or rules adopted [pursuant to Chapter 3323 of the Revised Code (Education of Handicapped Children)
- Federal laws, regulations, and rules
- Provisions or rules that insure the health and/or safety of students
- Implementation of the Education Management Information System (EMIS)
- Implementation of the Proficiency Tests
- Identification of gifted children
- All finance areas that deal with the calculation of funds for school districts

Districts are also reminded of their responsibilities related to state and federal audits.

Connecting Renewal Efforts for High Performance Teaching and Learning

A professional development infrastructure is a key component of Ohio's education system. Professional development can be defined as a long-term process intended to provide opportunities for growth and learning within the organizational framework. Professional development based on high performance teaching and learning can help provide the framework that learning communities need to support school improvement and renewal.

An expanded focus on professional development is critical to school improvement. The implementation of a school improvement model cannot succeed unless training in the model's basic ideas, skills, and methods occurs at all organizational levels. The use of new skills by educators will build a process of continuous and self-sustaining improvement. The Ohio Department of Education is committed to facilitate professional development required by the various school improvement models by becoming a partner with schools to build organizational capacity.

Collective and collaborative efforts are required to provide an education system in which all students can learn and succeed. The improvement of schools will be nurtured through the establishment of formal collegial networks that encourage the sharing of expertise and collaboration.

School community collaboration should identify, integrate, and focus all available education opportunities and resources to support learning. Several resources from other state, federal, and private programs are available to help schools develop the capacity for school improvement efforts. The support of respective local boards of education should also be enlisted in school improvement efforts. This suggests that local school boards seeking change must not only be committed to change, but must be involved in making change happen. Local boards of education should develop policies which allow the change process to occur.

The following brief descriptions, may help school communities consider the extent to which they are utilizing these resources within a school improvement framework.

BEST — Building Excellent Schools for Today & the 21st Century

This public education and awareness campaign is a statewide alliance committed to improving educational opportunities and results for all Ohio schoolchildren. The consortium's members include educators, parents, students, business groups and individual corporations, labor organizations, professional trade associations, institutions of higher education, and non-profit organizations.

Ohio's BEST Communities are cities, villages, or school districts that have taken a major step forward in their own education improvement efforts. The BEST Communities initiative is built around the principle that education, to be effective and successful, must be a communitywide effort, with involvement by all segments of the community.

For a community to be formally designated as one of Ohio's BEST Communities by the Ohio Education Improvement Consortium, its education improvement committee should submit a brief statement affirming that it has met or exceeded the criteria established by the consortium—and that it is committed to improving educational opportunities and results for all schoolchildren.

Contact: BEST (614) 469-1200

Chapter 1

School districts may use Chapter 1 funds for projects to provide supplemental services to meet the educational needs of educationally deprived children at the preschool, elementary, and secondary levels. The following Chapter 1 programs support Ohio's commitment to school renewal:

- Schoolwide projects
- Innovative programs

Contact: Ohio Department of Education (614) 466-4161

Collaboration with Higher Education

Many institutions of higher education in Ohio are involved with national systemic change models in teacher development and school improvement. The most prominent of these national initiatives include the Holmes Group, the Renaissance Group, and the Goodlad Network for School Reform. Many schools and colleges of education in Ohio are directly involved in these networks or publicly committed to the reform goals embedded in these efforts. Distinctively, each reform strategy engages schools and colleges of education in positively effecting teacher development and school improvement, and is committed to the same principles and belief system articulated in the Venture Capital school renewal initiative.

Given the existence of renewal initiatives focusing on teacher development and school improvement at the college and university level, primary and secondary schools are encouraged to develop their own school improvement model in collaboration with institutions of higher education. This model may emerge from an existing relationship in school improvement—a "professional development school" for example—or development of a new model in collaboration with a school or college of education. Primary and secondary schools and schools and

colleges of education are encouraged to participate in the Venture Capital grants.

Contact: Ohio Board of Regents (614) 466-6000

Community Education

Community education is a process in which all segments of a community are involved in setting educational goals; working in collaborative partnerships to obtain resources and deliver educational services; and planning, implementing, evaluating, and adjusting educational programs on an ongoing basis.

The Community Education Technical Assistance Network (CETAN) provides technical assistance in the development and improvement of community involvement in education planning, decisionmaking, and implementation toward the end of lifelong learning opportunities for all members of the community.

Contact: Ohio Department of Education (614) 466-2761

Early Childhood Education

Early Childhood Education provides programs and services to all preschool-age and early primary-age children (at-risk, disabled, gifted, typically developing) through interagency collaboration and coordination.

Contact: Ohio Department of Education (614) 466-0224

Improving America's Schools Act Title VI—Innovative Education Program

The Innovative Education Program (formerly Chapter 2) provides funds for the planning, development, operation and expansion of eight innovative assistance programs:

- Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials in the effective use of such equipment and software;
- Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media material), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program;
- Promising education reform efforts, including Effective Schools and magnet schools;
- Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school;

- Programs to combat illiteracy in the student and adult population, including parent illiteracy;
- Programs to provide for the educational needs of gifted and talented children;
- School reform activities that are consistent with the Goals 2000: Educate America Act; and
- School improvement programs or activities supporting Title I School Improvement Programs.

Contact: Ohio Department of Education (614) 466-4161

Learn and Serve America

Learn and Serve America, established by the National Community Service Trust Act of 1993, is a federally funded grant program that engages students in addressing their community needs. Learn and Serve America grants are awarded through the Ohio Department of Education on a competitive basis to school districts that provide service-learning opportunities to students enrolled in grades Kindergarten through 12 and for intergenerational service-learning program.

Contact: Ohio Department of Education (614) 466-2761

Ohio Family & Children First Initiative

The mission of the Ohio Family & Children First Initiative is to improve the delivery of and children's and families' access to social, health, and educational services. It ensures meaningful input from persons most affected, including clients and providers; its emphasis is on prevention, and it evaluates impact based on changes in the lives of children and families which they have desired.

Contact: Office of the Governor (614) 644-7368

Project Discovery

A statewide systemic initiative funded by the National Science Foundation (NSF) and the Ohio General Assembly, continues to expand its delivery system for teaching science and mathematics. Through the extensive interagency cooperation of the Ohio Department of Education and the Ohio Board of Regents, state systemic planning and an infrastructure for delivering services are advancing as Project Discovery collaborates with the Regional Professional Development Centers.

Contact: Ohio Board of Regents (614) 466-6000

Regional Professional Development Centers (RPDCs)

In 1992, the Ohio Department of Education established and funded eight centers to develop a regional system of professional development across Ohio. The centers are designed to provide ongoing support to schools and districts as they engage in school improvement efforts.

The eight centers share three areas of focus

- support for schools which receive Venture Capital and for those working on restructuring
- ongoing professional development for educators to implement Ohio's curriculum models
- assistance to schools moving toward site-based management

Contact: Central Regional Professional Development Center (614) 365-6701
East Regional Professional Development Center (216) 492-8136 Ext. 358
Northeast Regional Professional Development Center (216) 523-7107
Northwest Regional Professional Development Center (800) 860-7882
South Regional Professional Development Center (800) 282-7201
Southeast Regional Professional Development Center 614) 593-4400
Southwest Regional Professional Development Center (513) 742-2200 Ext. 264
West Regional Professional Development Center (513) 225-4606

SchoolNET

SchoolNet is an initiative to "wire" public school classrooms in every school in Ohio for voice, data, and video over the next five years. It will also provide "work stations" for each classroom in the 152 lowest wealth school districts. Also, SchoolNET is concerned with school improvement and how these technologies can help improve the teaching and learning process.

The key to the success of the SchoolNET initiative is systemic professional development for staff in the integration of these technologies into the teaching learning process.

Contact: Ohio Department of Education (614) 752-8731

Special Education

Several initiatives currently being implemented through the Division of Special Education target building-level change through the development of shared responsibility for all students, the meaningful involvement of parent and community members, and the creation of high-performing teams that support, rather than sort, all students at the building level. Activities include

- Alternative service delivery models
- Alternative assessment/problem-solving pilot projects
- Ohio Classroom Management Pilot Project
- Staff development for alternate service delivery teams
- Parent mentor projects
- Jacob Javits Gifted Student Education Project

Contact: Ohio Department of Education (614) 466-2650

Special Education Regional Resource Centers (SERRCs)

Sixteen SERRCs provide services to educators and parents of children with disabilities by

1. Assisting school district personnel in providing appropriate services to children with disabilities, through technical assistance and cooperative planning;
2. Providing regular and special education teachers, support personnel, administrators, and parents with resources designed to improve the quality of instruction for children with disabilities, through the delivery of instructional materials and methodologies designed to meet the individual needs of children with special needs; and
3. Providing staff development to local school district personnel and parents, on an individual and team basis, to improve the quality of instruction for children with disabilities.

Additionally, the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH) provides technical assistance to SERRC personnel, educators, and parents on adaptive and assistive equipment, and other specialized instruction, materials, and technology that can be used to assist children with severe disabilities.

Contact: Ohio Department of Education (614) 466-2650.

Vocational and Adult Education

The mission of the vocational education system is to prepare youths and adults to make informed career choices; to achieve personal and family goals; and to successfully enter, complete, and advance in a changing work world. Programs that support and complement school renewal include

- Career Development, Orientation, and Experience
- School to Work Transition
- Occupational Training
- Work and Family Life
- Tech Prep

Contact: Ohio Department of Education (614) 466-3430

Vocational Education Regional Personnel Development Centers

These five Ohio centers were created to reform and update vocational teacher education in Ohio and to work with vocational educators in developing individual professional development plans for growth in technical competency and pedagogical skills.

Contact: Vocational Education Personnel Development Centers,
(614) 466-3430

Venture Capital Grant Competition

Preliminary Considerations

When members of a learning community are considering their readiness to apply for a Venture Capital grant, they may want to consider the following items:

1. A structure or a desire for involving staff and community in collaborative planning for school improvement
2. An expressed need and desire to provide coordinated services
3. An administrator who is a risk-taker and is willing to share decision making for school improvement with a cross-functional collaborative team
4. A willingness to identify desired student outcomes and to use data as a basis for planning school improvement
5. A problem solving rather than an opportunistic approach to school improvement
6. An understanding that change, to be productive, requires new skills, capacity, commitment, motivation, beliefs, and insight
7. A staff capable of individual and collective inquiry and continuous improvement and renewal
8. The school's commitment to serve as a resource to other schools within and outside of the district in related school improvement efforts

Additionally, schools may find it helpful to utilize the Building a School Profile information (Appendix A) and the School Improvement Self-Appraisal (Appendix B).

After the preliminary considerations, potential applicants should begin thinking about the nature of documentation that they will want to include in their application regarding the following items:

1. A schoolwide improvement effort that will be integrated into the school structure as evidenced by the consensus of 80% of the school faculty
2. The active and authentic collaboration of community resources
3. The restructuring of the school to maximize staff and student learning
4. The review and alteration of those policies and practices which do not contribute to the success of students
5. An expanded role for teachers in planning and implementing change
6. Leveraging of existing dollars and identification of new monies for support of the schoolwide improvement effort

7. Clear, tangible indicators showing what the planner would expect to see if the effort succeeds.

Selection of Venture Schools

The Ohio Department of Education designed a selection process to meet the demands of a statewide funding program while turning the selection process into a professional development effort about the school change process. The selection process itself is designed to be an integrated and important force for enhancing capacity at local and state levels.

The application process for funding involves two parts

1. a written application submitted by a school and reviewed by professional educators, and
2. an interview conducted by professional educators.

The written application forms are available from the Ohio Department of Education, Professional Development, 65 South Front Street, Room 1009, Columbus, Ohio 43215-4183.

Written applications must be submitted to the Ohio Department of Education. The completed applications are rated and scored according to the following eight elements of good planning for school improvement:

1. Community Readiness

   Community members (including school personnel and officials as well as other citizens) are ready and willing to develop and implement new school improvement ideas and to anticipate change and reshape the rhythms, routines, and relationships of schooling.

2. Integrated Strategies

   School improvement strategies are integrated into the school's structure and culture.

3. Systematic Plans

   Planned changes are systemic, significant, and wide-ranging.

4. Community Involvement

   Parent and community agencies and groups are thoughtfully and purposefully involved in building the climate and capacity for change.

5. Focus on Learning

   School improvement strategies focus on learning and improved student results.

6. Expanded Teacher Roles

   Teachers serve expanded roles in planning and implementing change.

7. Supportive Policies and Practices

   Policies and practices contribute to the success of students.

8. Resource Leverage

   School improvement plans leverage existing dollars and resources and identify new monies and resources to support improvement efforts.

Schools that submit written applications that are scored above an established level will then be invited to send a team to an interview to discuss their proposed plans. If the interviewers determine that the application is sound, the school can be slated for funding depending upon the availability of Venture funds.

Evaluation

The basis of the evaluation is the Indicators of Success that are established by the school staff members and submitted in the original written application. These indicators lay out "what we expect to see if we are successful." These indicators are tangible, specific statements showing what the applicants envision as their goals.

Although, the school staff may find that as they are engaged in the change process, the indicators will evolve and become better defined, the indicators are at the center of the evaluation. The Indicators of Success are key to the evaluation because it is believed that school staff members must have a clear vision of what they are trying to achieve.

Each school is charged with evaluating the success of its renewal efforts that are essential to school improvement. Continued funding will be based on the school's ongoing systematic identification, analysis, and documentation of progress toward these indicators. Benchmarking may help schools with the evaluation process.

Benchmarking is a process of establishing performance goals through the search for best practices that will lead to high performance teaching and learning. Benchmarking strategies identify sources of sound practices and help educators build their own data base.

At several intervals, benchmarking will offer guidance for educators in reflecting about what they do, in developing improvements, and in collaborating for sustained change. Potential advantages of benchmarking include

- Breaking away from old paradigms to create new approaches to improvement
- Acknowledging that good or better ideas exist
- Integrating a systemic approach to improvement
- Encouraging the search for knowledge, for new ideas, and for new learning

At the state level, one way of determining the success of adopting or inventing a school improvement model will be through reports to the Ohio Department of Education and its contracted program evaluators. Each school will periodically provide a description of its school improvement procedures as well as data which describe the improvement made toward achieving desired outcomes.

Venture Schools are committed to the utilization of sound research and practice-based knowledge with respect to improvements in teaching and learning, the improvement of the professional development of educators, the improvement of the quality of schools as organizations, and ways of bringing together these factors to achieve and sustain high performance. School improvement will require a solid commitment, sound implementation, and evaluation of a locally developed plan.

School Improvement Models

There are no recipes for restructuring a school to meet the needs of the learning community. A learning community must think creatively to invent its own approach to effecting real change. To simply adopt an existing school improvement model may result in traveling to an unwanted destination. Whether a school decides to adopt an existing model or invent its own, the intent is to encourage innovation and capitalize on diversity. Schools are also encouraged to develop their own school improvement activities in collaboration with an institution of higher education. School-university partnerships will make simultaneous improvement possible.

The models that follow provide examples of ways that learning communities can transform the teaching and learning process. Each model is described according to its goals, vision, curriculum, instruction, assessment, professional development, higher education, roles and responsibilities, structure, and parents/business/community involvement.

The models that follow are not, by far, the only worthwhile efforts underway. Likewise the information provided is not meant to be a definitive guide but rather is intended to highlight some school improvement strategies.

Members of learning communities who are considering school improvement initiatives will note that there are a variety of commonalities and differences among the models. And, it is important to point out that schools within each model can vary greatly. Schools must tailor their approach to local needs, conditions and resources.

You will note that on pages 41 to 51 are descriptions of the New American Schools Development Corporation (NASCD) models. NASDC design teams were funded in 1992. The nonprofit NASDC was formed by business leaders to underwrite the designs of new educational environments that can lead to world-class educations. The corporation, in partnership with states and cities around the country, is currently scaling up these established models. The goal is to move beyond the creation of model schools to the transformation of whole systems into ones that support a high level of student learning.

The charts outlining the national initiatives have been reproduced with permission from the Education Commission of the States' publication, *State Education Leader*, Fall, 1992 and the Educational Research Service' publication ERS Research Digest, 1993.

ACCELERATED SCHOOLS

Henry Levin, Project Director
Stanford University, CERAS 109
Stanford, CA 94305-3084

Ohio Department of Education contact: Regina Lukich
Professional Development
(614) 466-2761

Goals	To enable at-risk students to benefit from mainstream education. To close test-score and grade-level promotion gaps, and continue progress in middle schools.
Vision	The Accelerated program can eliminate achievement gaps, and empower students to learn at full capacities.
TEACHING AND LEARNING	
Curriculum	Connects academic material and students' daily lives. Emphasizes analysis, synthesis, problem solving, and applications.
Instruction	Mixed-ability groupings; active learning; peer tutoring; cooperative learning; student projects requiring independence, self-reliance, and self-confidence.
Assessment	Standardized tests, portfolios, student/staff attendance, parental participation, reductions in student transfers.
Professional Development	Includes study of governance, school budget, and policy to improve teaching and learning.
Higher Education	An integral partner in the process.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	The principal guides progress and coordinates programs. Faculty share accountability and decision-making responsibility. Has system accountability and support component.
Structure	School-site decisions on matters such as resource allocation, instructional strategies, curricula, materials, and personnel.
Parents/Business/Community Involvement	Parents are involved in work groups; school steering committee shapes vision and sets priorities. Each school develops its own form of cross-agency collaboration.

CLASSROOM OF THE FUTURE

Ohio Department of Education contact: Margaret Kasten
Professional Development
(614) 466-2761

Goals	To develop an educational system that prepares students to live and work in the twenty-first century with a commitment and capacity for lifelong learning.
Vision	The knowledge that we learn in different ways and at different rates serves as a foundation of teaching practices and is reflected in all educational decision-making.
TEACHING AND LEARNING	
Curriculum	Focuses on integrated communications, knowledge, skills, and attitudes necessary for living and constructive citizenship; connecting the curriculum to societal issues; preparing students for work and lifelong learning.
Instruction	Individualized instruction places students in learning situations according to their readiness and interest levels. Teachers work in teams. Technology is used as a tool in the teaching process.
Assessment	A variety of assessments address diverse learning and communication styles of students.
Professional Development	Lifelong learning influences professional development as well as peer collaboration, curriculum development, teachers as facilitators.
Higher Education	A model exists for collaboration of higher education with the Ohio Department of Education and schools.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Administrators, teachers, parents, students, and communities have a responsibility to shape the schools of the future as productive and satisfying places in which to work and to prepare for life in the twenty-first century. There is shared accountability; looking at continuous progress through intelligent planning.
Structure	Learning communities with decisions made by teams of teachers, administrators, parents, and other support staff.
Parents/Business/Community Involvement	Parent groups, businesses, and the community are involved in the work of the school.

COALITION OF ESSENTIAL SCHOOLS

Theodore Sizer
Brown University
Providence, RI 02912

Ohio Department of Education contact: Jon Williams
Professional Development
(614) 466-2761

Goals	Committed to the idea that the goal of education is to get students to use their minds well—which is acknowledged as a deceptively simple first step toward rethinking our entire system of education.
Vision	A good school is the special creation of its own community—its teachers and students, parents, counselors, and administrators. There is no concrete prescription for a good school which can be applied to bring success to any other school. Good schools do, however, share powerful guiding ideas, principles that are widely accepted even as they take different shapes in practice.
TEACHING AND LEARNING	
Curriculum	Schools work to simplify their goals, so that every student might master a limited number of essential skills and areas of knowledge. This is accomplished by organizing courses not around 'answers' but around questions and problems to which 'content' represents answers.
Instruction	Teachers involve students in authentic work that is active and collaborative, has evident value and clear goals, and generates more ideas, connections, and challenges the more it is pursued.
Assessment	Assessments focus on asking students to demonstrate and use what they know in a real-world context. To inform this process, the Coalition has produced "The Exhibitions Collection," a database of actual student projects, accompanied by information on the vision for the project and the standards devised for assessing it.
Professional Development	National, regional, and in-state resources include: the **TREK**, which takes a school through a year-long change process that provides the opportunity to learn and practice proven skills – a week-long Trek training session is held in Ohio each summer; the **PRE-TREK,** which is a two-day session that prepares schools for the Trek experience; the **FALL FORUM**, the Coalition's annual conference, which provides a source of ideas for those seeking inspiration, practical guidance, or problem-solving input from their Coalition colleagues – a **SPRING FORUM** is held in Ohio each year; and **SUMMER INSTITUTES** which provide opportunities to develop new skills and work in-depth away from the demands of day-to-day schooling.

COALITION OF ESSENTIAL SCHOOLS (Continued)

Higher Education	The Coalition's College Admissions project is working to create equitable access for students from schools engaged in reform. The project has enlisted the support of a significant number of influential private colleges that have agreed to consider nontraditional applications from Essential School students.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	In order to build a learning environment in which students demonstrate their mastery, faculties must work cooperatively to redesign their school's structures to complement and support new kinds of student learning. Their work mirrors the exploration, questioning, collaboration, reflection, and risk-taking that takes place in Essential classrooms.
Structure	The Coalition's nine Common Principles challenge schools to substantively reshape their practices, structures, and priorities. Coalition schools that have taken substantial risks in reform provide examples of new pedagogies, new structures, new leadership roles, and new curriculum ideas.
Parents/Business/Community Involvement	Involving the community in the process of change may be the single most important element in Essential School success. Bringing parents, students, citizens groups, and educators together to share ideas produces change that goes further, faster, and deeper.

EFFECTIVE SCHOOLS PROCESS

Ohio Department of Education Contact: Jim Jilek
Professional Development
(614) 466-4049

Goals	To improve student achievement by developing and implementing a school improvement plan utilizing the seven factors of Effective Schools (clear mission, strong building leadership, high expectations for all students and staff, monitoring of student progress, positive learning climate, opportunities to learn, parental/community/business involvement). The process is built upon four assumptions: all children can and will learn, increased academic achievement is the mark of effectiveness, the unit of change is the school, and school improvement plans must be tailored to the needs of the learning community (students, teachers, administrators and business/community members).
Vision	To develop a comprehensive continuous improvement school-based plan that assures that all students will succeed. The Ohio Building Leadership Model provides direction on how to develop and implement the Effective Schools Process. This model includes the formation of a staff led team; developing and conducting a needs assessment (around the seven factors); sharing the needs assessment with the total staff; and developing and implementing an action plan with ongoing assessment and evaluation.
TEACHING AND LEARNING	
Curriculum	Task analysis is conducted, utilizing model curricula, to ensure all students achieve at a higher level.
Instruction	Research and best practices, utilizing critical skills, are used to facilitate instruction.

EFFECTIVE SCHOOLS PROCESS (Continued)

Assessment	There are some short-term indicators of success associated with increased student academic achievement that need to be monitored every six months (and annually) while building a plan leading to excellence. These short-terms indicators of success include: (1) Increased assistance with student learning; (2) Decreased discipline referrals and charges; (3) Increased student/staff attendance; (4) Decreased student dropout rate; (5) Increased student achievement on assessment indicators (e.g., subject grades, standardized test, competency tests, proficiency tests, authentic assessment, etc.); (6) Increased parent/community involvement (e.g., meetings, telephone calls, parent conference days and contact with parents or students who are absent or who are not succeeding; (7) Increased effective homework policies and practices.
Professional Development	Training is needed in team building, collegial decision-making, and all aspects of site-based management. The Ohio Academy for School Improvement Strategies (OASIS) Summer Institutes are available to administrators and their instructional leadership teams to develop a comprehensive continuous improvement action plan.
Higher Education	University partnerships are recommended
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Effective Schools have principals who are, in fact, the leaders of instructional leaders (teachers, parents, and others interested in student learning). They are encouraged to be creative, bold, supportive, and truly the "risk takers" dedicated to the vision/mission of the school. They are active and involved with all parts of the educational community. This leadership doesn't necessarily start or stop with the principal. Teachers, students, parents, and business/community must be empowered as the driving force behind the continuous improvement endeavor.
Structure	The school is the fundamental unit for improvement. The model will assist the school to move towards site-based management.
Parents/Business/Community Involvement	The educational community (teachers, students, parents, business, etc.) are all involved in developing a continuous improvement plan that will assure increases in student achievement. It is the most crucial part of the model (the seventh factor).

HIGH SUCCESS SCHOOLS

Dr. William Spady, Director
The High Success Network, Inc.
P.O. Box 1630
Eagle, CO 81631-1630

Ohio Department of Education Contact: Sherry Kapes
Professional Development
(614) 466-2761

Goals	To have all students exit the K-12 system with the complex knowledge and performance abilities needed to succeed in our rapidly changing Information Age world. Three basic beliefs: 1) All students can learn and succeed, but not on the same day in the same way; 2) Success breeds more success; 3) Schools control the conditions that directly affect student learning and success.
Vision	Conventional schools must transform themselves into purposeful learning communities that challenge, encourage, and enable all students to successfully learn and continuously improve on the things that will assist them most in the future.
TEACHING AND LEARNING	
Curriculum	High level challenge to develop in-depth understanding and complex performance abilities inherent in life-relevant, cross-disciplinary problems and issues. Emphasis on students as seekers and users of knowledge in both school and real-life contexts. Responsive to diverse student needs and learning rates.
Instruction	Organized around research-based, learner-centered principles, emphasizing students as self-directed, collaborative, productive learners and responsible citizens using a range of technologies and materials. Active, flexibly organized learning teams with both personal and group accountability for success.
Assessment	Emphasis on authentic performances on complex tasks and projects. Extensive use of clear performance criteria, rubrics, self-assessment, and continuous improvement strategies. Portfolios containing most advanced work used in student-led conferencing and reporting.
Professional Development	Extensive support offered in all aspects of staff leadership, school restructuring, and performance-based instructional design and delivery. Emphasis on implementing complex, challenging, success-focused learning environments and demonstrations by students. Costs vary depending on scope and intensity of support requested.

HIGH SUCCESS SCHOOLS (Continued)

Higher Education	An integral partner in defining performance standards and admission criteria that emphasize complex performance abilities and extend beyond traditional measures.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	The emphasis on purposeful learning communities and continuous improvement strategies requires staff to collaborate in all aspects of program design, delivery, and change. Schools develop both student and staff performance standards and continuously document learning results and program effectiveness.
Structure	Total systems approach to supporting student learning and self-directed improvement. Staff collaboration and organizational flexibility are necessary to respond to a more performance-oriented program and commitment to success for all students and staff.
Parents/Business/Community Involvement	Extensive constituent involvement is imperative in direction setting, program planning, and instructional delivery and support. All can contribute directly to student learning and success. A totally integrated learning approach encourages schools to develop extensive community partnerships.

NORTH CENTRAL ASSOCIATION SCHOOL IMPROVEMENT MODEL

North Central Association
Arizona State University
Tempe, AZ 85287

Ohio Department of Education Contact: Brian Bonner
Assessment and Evaluation
(614) 466-5581

Goals	To provide a framework for schools to identify student growth goals and develop a school improvement plan that will promote and document student growth and achievement.
Vision	The North Central Association (NCA) challenges schools to be ready for all learners and to press them to excellence.
TEACHING AND LEARNING	
Curriculum	After current levels of student performance are determined (baseline data), a school improvement plan is developed outlining strategies and interventions to improve student growth in targeted areas. Curricular changes can be addressed in the strategies and interventions for goal accomplishment.
Instruction	An analysis of instructional and organizational practice identifies any barriers to goal accomplishment and suggests possible interventions to be included in the SIP (School Improvement Plan).
Assessment	A variety of assessments are used to document student learning. It is suggested that both common metric (on-demand or performance indicator) and context bound (curriculum embedded or portfolios of student artifacts) assessments be used.
Professional Development	The school improvement plan, particularly the strategies and interventions prescribed, determines the professional development needed to achieve the student growth goals. NCA provides many workshops, professional materials, and survey instruments for its members. Some are free; others are available for a fee. The external review team (peer review) is another excellent opportunity for professional development. School membership in NCA requires annual dues which vary depending on type of school. Contact the NCA office for annual dues information.

NORTH CENTRAL ASSOCIATION SCHOOL IMPROVEMENT MODEL
(Continued)

Higher Education	Faculty members of universities serve as chairs and members of resource teams. Some Ohio universities provide college credit or continuing education units (CEUs) specifically for course work they provide relating to the NCA school improvement process.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	The school from its own internal analysis, determines its mission and beliefs, establishes a student/community profile, and develops a school improvement plan. An external resource team (peer review) offers substantive comments in strengthening the School Improvement Plan (SIP). The school is then responsible for what revisions are made in SIP. The state NCA office receives a copy of the team report and the SIP.
Structure	Each school selects one of four options to implement the NCA school improvement model. It is recommended that the NCA office be contacted to assist in the selection of the most appropriate option. An internal school improvement team (steering committee) including a chair or chairs is selected. Subcommittees for the internal analysis are named and the products of the self-study completed.
Parents/Business/Community Involvement	The NCA school improvement model encourages participation by all members of the school community in the internal analysis process, including mission and beliefs, student/community profile, target areas and student growth goals and a preliminary school improvement plan.

OHIO CLASSROOM MANAGEMENT SYSTEM

Ohio Department of Education Contact: Cathy Bregar
Special Education
(614) 466-2650

Goals	To provide a structure to assist schools in identifying and addressing those factors that impact school discipline to ensure a safe environment that is conducive to increased learner performance. To provide the school community with the confidence and the competence to address discipline issues in a comprehensive, systematic, proactive, and instructional manner. Schools need to provide an environment that is safe and where learning is valued.
Vision	There is a distinct difference between discipline and punishment. Discipline is defined as teaching that results in long-term effects, while punishment is defined as a quick fix solution with short-term impact. Most discipline issues can be addressed through prevention in one or more of seven interactive school components: mission, climate, standard procedures, instructional design, staff development, support systems, and school community awareness and involvement. The focus is on prevention, problem solving, and logical, connected intervention, and mediation.
TEACHING AND LEARNING	
Curriculum	Students are taught skills that will help them be successful learners and workers. Developing competence and confidence as learners is essential. Accepting responsibility for one's own actions and for being a productive worker are emphasized.
Instruction	Teachers make decisions about instruction/classroom organization based on students' needs and in relationship to the building action plan. The building action plan supports the development of students who practice positive self-discipline through procedures, strategies, and community networks.
Assessment	Assessment is conducted by the teacher and the district and in accordance with the state's assessment process. In addition, each school maintains a portfolio of data (that may include student performance data) to support the impact of the strategies in the building plan. The Great Lakes Area Regional Resource Center is also conducting an independent evaluation of the project based on attitudinal surveys and student performance indicators.

OHIO CLASSROOM MANAGEMENT SYSTEM (Continued)

Professional Development	The first year of participation is structured around the five step planning process (frame your plan, focus your plan, set goals, develop your action plan, and implement and evaluate your plan). There are five training sessions during the first year of participation. The building action plan identifies the skills staff need to increase their level of confidence and competence. There are no direct costs for participation. Schools are selected and supported by regional planning/training teams based on an application process. Indirect costs include planning time and activities that are conducted with school community members by the leadership team. The school may decide to provide supplemental training or purchase support materials beyond what is directly provided by the training sequence.
Higher Education	There is a state planning committee that involves many persons from a variety of organizations and agencies. Higher education is one area represented.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Teachers, administrators, and community members forge new partnerships to assume joint responsibility for discipline. Together they work to create a climate that is supportive, inclusive, challenging, safe, and welcoming; fear, threats, humiliation, and exclusion are not acceptable methods of addressing discipline. Every opportunity to discipline is an opportunity to teach. Mentoring of new teams by teams that have been project participants is a new part of the system and has helped to develop leadership skills for members of the teams.
Structure	Decisions are made by the school community, including teachers, students, parents, administrators, and community members.
Parents/Business/Community Involvement	The training requires that one member of the team be a community/parent representative. The leadership team is encouraged to ensure that the larger committee includes adequate parental and community participation. The state planning team includes cross-agency representation as well.

OHIO COMMUNITY LEARNING EXPERIENCE

Ohio Department of Education Contact: Frank Schiraldi
Professional Development
(614) 466-2761

Ohio Department of Education Community Education Contact: Sherry Mullett
Professional Development
(614) 466-2761

Goals	New relationships between teachers, students, and the community will result in a learning experience that has as its primary purpose mastery of learning tasks through the integration of schooling with the human and material resources available in the larger community.
Vision	Based on five axioms: All students can learn; Every learner possesses multiple forms of intelligence; Participation in a learning community fosters intellectual, emotional and social growth; Diverse instructional strategies and environments increase learning; Learning is a lifelong endeavor.
TEACHING AND LEARNING	
Curriculum	Rigorous academic-based curriculum designed to provide contexts for learning. Five outcomes based on academic content, literacy, problem-solving, application proficiencies, and aesthetic experiences.
Instruction	Collaborative learning; community based. Uses four elements (teachers, students, content, context) and five processes (teaching/learning, assessment, organization, governance, professional development), providing ranges of learning processes.
Assessment	Multiple strategies including open-ended questions, problems and tasks, projects, portfolios of products, writings, demonstrations (including computer demonstrations), presentations, discussions, debates, investigations, models, and simulations.
Professional Development	An integral part of lifelong learning modeling.
Higher Education	An active part of the learning community.

OHIO COMMUNITY LEARNING EXPERIENCE (Continued)

GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	All members of the learning community have shared responsibilities focused on students as workers and teachers as facilitators and catalysts.
Structure	A consortium of business, government, and the educational community serves as a management council.
Parents/Business/Community Involvement	All members of the learning community are involved.

QUALITY SCHOOLS

Quality School Training Program
c/o Institute for Control Theory,
Reality Therapy, and Quality Management
7301 Medical Center Drive, Suite 104
Canoga Park, CA 91307-1904

Ohio Department of Education Contact: Cathy Bregar
Special Education
(614) 466-2650

Goals	To ensure that all students are doing a significant amount of quality work.
Vision	To create a quality workplace that is non-coercive, where there are no threats or punishment, where managers and workers are never adversaries; to ensure that students demonstrate quality school work focused on the basic skills of reading, writing, speaking, calculating, and problem solving; and, persuade students to produce quality work by defining quality as the product of a lot of effort and reworking.
TEACHING AND LEARNING	
Curriculum	The curriculum is designed around real life problems. Students develop and demonstrate speaking, writing, listening, reading, and calculating skills in all curricular areas to solve these problems. Students are taught the necessary skills to investigate and find solutions to complex problems.
Instruction	The school staff designs instruction and classroom organization to ensure that all students are demonstrating skills and competence. Technology is a tool in the process.
Assessment	Students are taught to recognize and demonstrate quality work. Self-evaluation, based on established criteria, is taught to students and becomes the major tool for assessment beyond the state assessment system. Students are expected to complete work at the B level or above.

QUALITY SCHOOLS (Continued)

Professional Development	The training phases of the Quality School for teachers and staff members involve intensive week-long sessions, practicums, and frequent ongoing discussions guided by the principles set forth in *The Quality School: Managing Students Without Coercion.* Glasser, M.D., William (1992). New York, NY: Harper Collins. Content focuses on learning the new concepts of designing relevant curriculum, managing without threats or fear or punishment, and developing a lead-managed school, not a boss-managed school. The initial cost includes purchase of one copy of *The Quality School* for each staff member. It costs $50.00 to join the Quality School Consortium, which entitles the school to additional support materials including a discussion guide to assist in phase one. Training costs depend upon which training components each school selects.
Higher Education	Training is provided through consultants from the Institute for Control Theory, Reality Therapy, and Quality Management, led by Dr. William Glasser.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	All school community members are viewed at various times as managers or workers. Workers, at all levels, are expected to produce quality work. Managers facilitate the efforts of the workers. There is shared accountability by students, staff, and other members of the school community.
Structure	Students, teachers, administrators, and other members of the school community make decisions through consensus. Students are viewed as essential members of the decision-making process.
Parents/Business/Community Involvement	Involvement of parents and community members is encouraged. Meeting the goal of producing increasingly more quality work may require schools to look to other agencies for resources, including business, universities, and community agencies.

PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs)

Contacts: Deans and Professors of Colleges of Education

Goals	Building bridges between schools and universities to move intellectual work with students to new professional levels that improve learning.
Vision	PDSs bring insight and a sense of growing possibility for educators pioneering in education efforts.
TEACHING AND LEARNING	
Curriculum	Team teaching and joint planning among university faculty and school faculty create more integrated approaches to curriculum.
Instruction	Cooperative learning is emphasized for students and teachers.
Assessment	A variety of assessment measures can be utilized to evaluate student learning, including use of standardized tests and authentic alternative assessments.
Professional Development	Public educators collaborate with university colleagues to design and implement a better way of preparing future teachers. By serving as models and mentors for novice teachers, experienced teachers are compelled to analyze their own teaching. For the novice teacher, it is an opportunity merge theory with practice by teaching and collaborating.
Higher Education	PDSs are partnerships between colleges of education and local schools that are dependent on a sharing of knowledge, advice, and support to impart a set of educational norms and practices centered on the needs of learners.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Interns are university students enrolled in the preservice education program. They work as junior colleagues in the school. Three primary roles in teacher education may exist for experienced teachers at PDS sites. They may serve as cooperating teachers, as site-supervisors, or as teaching associates for the core seminar, a clinical appointment.

PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) (Continued)

Structure	The PDS concept is evolving. For the most current information about new organizational arrangements and collaborative relationships that are being forged and studied, it is important to be involved in conversations with local higher education leaders.
Parents/Business/Community Involvement	The PDSs are committed to the acquisition and sharing of knowledge among all members of the education community.

REGGIO EMILIA

Ohio Department of Education Contact: Sandy Miller
Early Childhood Education
(614) 466-0224

Goals	The Reggio Emilia approach to education is to serve as a resource to promote "collaboration, communication, and participation" among educators, parents, and community members and to bring innovation to early childhood education.
Vision	The vision of the Reggio Emilia approach is to enhance the rights of all children to access quality education and care and to promote an education that is commensurate with the learning potentials and interests of children.
TEACHING AND LEARNING	
Curriculum	The curriculum is emergent, coming from the ideas, interests, and questions of the children and teachers. The curriculum allows for extended work, revision, multiple perspectives, and for reflection.
Instruction	The arrangement of the classroom invites exploration, questioning, investigation and communication. Space is prepared to favor small and large group work for exchanges but also includes private, closed, intimate spaces. The room is aesthetically pleasing and inviting to children and adults.
Assessment	Assessment is accomplished through the documentation of ongoing projects. The various stages of children's representational work and multiple forms of documentation provide a continuous form of evaluation.
Professional Development	Professional development is a continuous process within the Reggio Emilia approach. It is imperative that teachers have time for ongoing discussion, collaboration, and seminars with regard to teaching-learning reciprocity, child development, and representational development. Weekly meetings enable teachers time to discuss ways to enhance children's cognitive and social development.
Higher Education	Institutions of Higher Education within communities that elect to adopt the Reggio Emilia approach would be an integral part of the system of early education.

REGGIO EMILIA (Continued)

GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	The responsibilities and roles for administrators, teachers, and parents are constructed by all of the participating members of the school community. Accountability is demonstrated through the documentation of the children's and teacher's work and the degree of collaboration among the participants.
Structure	All stakeholders within the learning community are considered members of the school community.
Parents/Business/Community Involvement	Since schools are considered part of the social system of the community, a parent-community board participates in the direction and evaluation of the work of the school. Since the Reggio Emilia approach is about education and care, all agencies with which children and families are involved are members of the educational dialogue within these schools

SCHOOL DEVELOPMENT PROGRAM

James Comer, Project Director
Yale University Child Study Center
47 College St., Suite 212
New Haven, Conn. 06510

Ohio Department of Education Contact: C. Mark Ealy
Professional Development
(614) 466-2761

Goals	To create a cadre of significant adults in children's lives—at home, in school, and in the community — who will work together to support and nurture every child's total development so each can reach his or her full academic and social potential.
Vision	Applying social and behavioral science principles to all aspects of the school program will improve school climate and encourage significant student development and academic growth.
TEACHING AND LEARNING	
Curriculum	Supports physical, moral, social, psychological, speech, language, cognitive, and intellectual growth of all students.
Instruction	Creates school environment in which faculty and parents engage in collaborative work to support children's total development.
Assessment	Advocates and supports use of innovative and authentic assessments.
Professional Development	Regular inservice workshops, university/district conferences for existing personnel. Additional mental health personnel may be needed.
Higher Education	Quality standards for district, university partnerships. Requires participation for teacher training improvements.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Parents, administrators, faculty, community, and social service professionals are responsible for administering the program.
Structure	Collaborative decision-making, site-based management, involvement of parents, community, and social service professionals.
Parents/Business/Community Involvement	Parents, community, and social service personnel are key collaborators. Social service providers advise teachers, work to identify and prevent problems, and connect schools and families with resources.

SPECTRA+

Contact: Rick Jones, Director
Fitton Center for Creative Arts
101 South Monument Avenue
Hamilton, OH 45011-2833

Ohio Department of Education Contact: Roberta Lance
Ohio Department of Education Contact: Lynn Corbin
Professional Development
(614) 466-2761

Goals	To improve student learning in all aspects of schooling through daily involvement in quality arts experiences.
Vision	Education reform/school renewal by placing the arts in the school curriculum at a level equal in significance to the other academic subjects.
TEACHING AND LEARNING	
Curriculum	Visual arts, music, dance, and drama are integrated throughout the curriculum as well as taught as individual disciplines.
Instruction	Teachers are learning partners with students and role models for students to emulate.
Assessment	A comprehensive and sophisticated empirical evaluation based on a tested design.
Professional Development	Intense teacher training that includes all teachers at the site. Classroom teachers learn about the arts through direct experiences. The teachers then transpose these experiences and use them in the classroom after joint planning with staff artists and arts specialists.
Higher Education	An integral partner in the process.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	A coordinating committee consisting of teachers, school administrators, arts specialists, artists, parents, and community members is primarily responsible. The teacher is evaluator/researcher as he/she gathers data and information on each student and documents his/her findings. The teacher synthesizes information and events in order to create a new learning environment and a renewed school community.
Structure	The planning process is coordinated by a broad-based committee which constructs an educational framework with the arts at the core of the curriculum and as a universal theme throughout the school. An arts agency representative appropriately trained can coordinate the process.
Parents/Business/Community Involvement	Collaboration with community arts organizations and cultural institutions is essential. An arts organization can share in the responsibility for artistic decision-making, fiscal management, and funding.

SUCCESS FOR ALL

Larry Dolan, Project Director
Johns Hopkins University
3505 North Charles St.
Baltimore, MD 21218

Ohio Department of Education Contact: Mary Ellen Murray
Assessment and Evaluation
(614) 466-1317

Schools interested in this program should call Larry Dolan at (410) 516-0370.

Goals	Success For All (SFA) is a school-based achievement-oriented program for disadvantaged students in grades pre-kindergarten through five. This program is designed to prevent or intervene in the development of learning problems in the early years by effectively organizing instructional and family support resources within the regular classroom.
Vision	Success For All involves change in almost every aspect of the elementary school. Key elements of SDA include: • One-to-one tutoring by certified teacher-tutors is delivered in twenty-minute blocks every day to each eligible student. • A full time FACILITATOR to work with the teachers to help implement the program and provide ongoing assistance. • A Family Support Team and a Building Advisory Committee • A commitment to significant reduction in the numbers of special education referrals and a reduction in the use of retention as an intervention.
TEACHING AND LEARNING	
Curriculum	The Reading Roots curriculum is initiated in the second semester of kindergarten or first grade at the district's choice, continuing through the primer level. The Beyond the Basics curriculum, used from the first reader level through the fifth grade, is centered on the district's basal or literature series or novels.
Instruction	Students are grouped heterogeneously for homeroom and most of the school day but regrouped across grade lines (grades one through three) for reading so classes contain students at one reading level. Tutors are used as reading teachers during the 90-minute reading time to reduce class size.

SUCCESS FOR ALL (Continued)

Assessment	Students are assessed every 8 weeks to determine their progress in reading and assign students to tutoring, to suggest alternative teaching strategies in the regular classroom, and to make changes in reading group placement, family support interventions, or other means of meeting students' needs. The school facilitator coordinates this process, relying on teachers' active involvement in grade-level teams.
Professional Development	Full program start-up involves implementing all of the program elements at once, and can only occur in September. Mid-year start-up involves implementing Family Support, Story Telling and Retelling (STaR), and other elements of the Pre-kindergarten and kindergarten program. Teachers and tutors (usually Chapter 1 reading teachers) receive 3 days of inservice training and detailed manuals at the beginning of each school year, and extensive classroom follow-up throughout the year. For grades one through three, the training is focused on implementation of the reading program. At this time, training must be done by staff from Johns Hopkins University in Baltimore, Maryland. During the first year, at least six and as many as ten staff development days are necessary.
Higher Education	Staff from Johns Hopkins University are available to present the program to school staff. The Family Support Team may include representatives from higher education.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Schools implementing SFA should have clear district support, a clear commitment by the principal, and a vote by secret ballot of at least 80 percent of the teaching staff. SFA almost always becomes the school's Title 1 program if a building has a Title 1 schoolwide project.
Structure	Scheduling adjustments to accommodate 90 minute reading periods need to be made. Time for grade level team meetings every two weeks needs to be built into the teachers' schedules to allow for the faculty to problem solve and support one another.
Parents/Business/Community Involvement	A Family Support Team helps support parents in ensuring the success of their children. Additional staff for family support, such as social workers or counselors, are recommended. A Building Advisory Committee should be established to help shape program policy and guide program development. This committee should consist of the principal, the facilitator, and representative teachers and parents.

TECH PREP IN OHIO

Ohio Department of Education Contact: Jack Lenz
Vocational and Adult Education
(614) 466-5910

Goals	To efficiently and effectively educate students for participation in technology-related careers through a competency-based curricular program combining secondary and higher education.
Vision	The Tech Prep programs produce a highly educated and qualified work force that is responsive to the needs of the community.
TEACHING AND LEARNING	
Curriculum	Curriculum is established for each occupational area or cluster based upon employer/educator verified competency profiles and enhanced by local advisory committee review.
Instruction	Instruction is based upon a variety of strategies and methods with the teacher(s) as facilitator and classroom/laboratory manager.
Assessment	Pre-testing and post-testing are used to indicate the academic and occupational competency gains. Performance outcome measures, in addition to written tests, are used to determine student success.
Professional Development	Extremely important all levels for success of the students and the programs.
Higher Education	An integral partner in the total program.
GOVERNANCE AND ORGANIZATION	
Roles and Responsibilities	Cooperative agreements with business, industry, labor, and agencies outline such areas as shared resources, student work-related experiences and placement, advisory committees, technical development for and exchange of staff, curriculum development, and verification of competencies. Academic, occupational, and employability competency assessment, performance measures, school standards provide the accountability.
Structure	A shared structure of the colleges and the Vocational Education Planning Districts (VEPDs) with input from all aspects of the learning community.
Parents/Business/Community Involvement	This is included as part of the collaborative efforts and is an accepted foundation of Tech Prep Education.

New American Schools Development Corporation (NASDC) Model:

ATLAS COMMUNITIES - PARTNERS

Contact: Sid Smith, Coalition of Essential Schools
Brown University, Box 1969, Providence, RI 02912

Goal	To create a program for systemic and comprehensive change for all children.
Vision	Six dimensions are crucial to school reform: authentic learning environments, supportive organizational structures, broader communities, facilitative technology, ongoing adult learning, and flexible administrative and finance policies.
TEACHING AND LEARNING	
Standards/Outcomes	Will develop local standards with reference to emerging national standards.
Curriculum	Clearly articulated, integrated-curriculum focusing on "less is more" and integrating school/community activities. Curriculum flows from universal questions such as "Where did I come from?"
Instruction/Organization	Emphasis on active inquiry. Learning environment will be responsive to students' diverse developmental pathways and intellectual strengths.
Student Assessment	Authentic assessment portfolios, exhibitions, performance examinations will be used to assess students and to develop teachers' clinical judgment and coaching skills.
SYSTEM COMPONENTS	
Higher Education	Effort involves some university-based leaders of education reform; partnerships with teacher education schools.
Professional Development	Curriculum/Staff Development Team will work to improve adults' skills through ongoing development.
Organizational Structure	Structures will ensure continuity in management, bonds between schools and communities, and development of students' skills.
Roles and Responsibilities	Planning and Management Team will include teachers, parents, counselors, high school-age students, and school principal.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	Parents will participate in school management structures, special parent programs.
Cross-Agency Collaboration	Community Health Team will include health and social service providers, plus school staff.

New American Schools Development Corporation (NASDC) Model:

BENSENVILLE COMMUNITY DESIGN

Contact: Len Sirotzski, Director
119 East Green Street, Wheaton, IL 60106

Goal	To create an environment where the entire community serves as a campus.
Vision	Schools must be redesigned if children are to compete in the global economy.
TEACHING AND LEARNING	
Standards/Outcomes	Curriculum built around the National Education Goals and the Illinois State Learner Outcomes, which call for development of positive values and academic achievement.
Curriculum	Focus on higher-order thinking skills and real-life applications of school to work. Strong connections among science, mathematics, and technology.
Instruction/Organization	Student-centered instruction; emphasis on presentations, group discussions, cooperative learning, and hands-on learning. Life-long Learning Center will be the heart of the community campus; non-traditional learning sites, such as government offices and industrial complexes, will also become classrooms.
Student Assessment	Assessment strategies will include: written, oral, and demonstration formats; portfolios; structured and open-ended interviews; homework; projects; journals; and class presentations.
SYSTEM COMPONENTS	
Higher Education	Partnership with Illinois State University to redesign its teacher preparation programs.
Organizational Structure	Year-round schooling; flexible class scheduling with larger blocks of time for cross-disciplinary course work and team planning. Principles of Total Quality Management will be applied to daily operations.
Roles and Responsibilities	Teachers and administrators will act as facilitators. Parents, business leaders, government officials, educators, and other citizens will compose governing board of Lifelong Learning Center.
Finance	Must operate with a budget comparable to conventional schools.
System Accountability	Governing board will create a system modeled after the national report card as an accountable means of sharing progress with the community.
Community/Parent Involvement	Community resources will be broadly used as part of curriculum.

New American Schools Development Corporation (NASDC) Model:

COLLEGE FOR HUMAN SERVICES

Contact: Janith Jordan, Vice President
Audrey Cohen College, 345 Hudson St., New York, NY 10014

Goal	To graduate students who are prepared to be the competent and productive citizens who are so important to America's future.
Vision	Students learn best when they can see the connection between what they are learning and the real world, and when they can see that what they learn in school can make a positive change in the community.
TEACHING AND LEARNING	
Standards/Outcomes	Framework of specific student outcomes will be developed.
Curriculum	Curriculum has three elements: Purpose (the broad area of activity around which student learning is organized for a semester); Dimensions (critical perspectives from which knowledge is examined); and Constructive Action (in which students use a learning to improve the world outside the classroom).
Instruction/Organization	Knowledge and skills will be organized into comprehensive, complementary, and action-oriented classes in a way that makes them relevant to the Purpose of the semester.
Student Assessment	Application of abilities in the Construction Action will be assessed by teachers, students, and in some cases people from the community. Assessment will take place inside and outside classroom.
SYSTEM COMPONENTS	
Organizational Structure	Teachers will plan curriculum collaboratively as a team.
Roles and Responsibilities	Teachers will take on more responsibility for curriculum planning. Master teachers will be trained to help others assume new roles. Principals will become "educational brokers," helping to marshal classroom and community resources.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	Children will go out into community each school day to learn to take action, breaking down barriers that separate school from community. Families will become resources for learning.
Cross-Agency Collaboration	As needed, schools will bring in such ancillary services as after-school activities, health care, prenatal care, and social services.

New American Schools Development Corporation (NASDC) Model:

COMMUNITY LEARNING CENTERS OF MINNESOTA

Contact: John Cairns, Public Schools Incentive
IDS Tower, Minneapolis, MN 55402

Goal	To transform preschool and K-12 schools to better meet the needs of students with appropriate curricula and learning tools.
Vision	Teachers should have opportunity to accept responsibility for what students learn and begin "charter" schools. Students' personal growth and needs, not just classroom goals, should be emphasized.
TEACHING AND LEARNING	
Standards/Outcomes	"World-class standards" will be developed.
Curriculum	Competency-based education specifying needed skills, knowledge, and attitudes. Interdisciplinary approaches, application of learning to real-life tasks.
Instruction/Organization	Active, experiential learning approaches will include cooperative learning, use of technology, and community and service learning. Traditional classroom will be replaced with learning labs, studies, seminars, and workshops.
SYSTEM COMPONENTS	
Professional Development	20-30 days of professional development per year.
Organizational Structure	Site council representing staff, parents, community, and social services will make decisions about school's curriculum, budget expenditures, teaching methods, personnel.
Roles and Responsibilities	Teachers will be largely responsible for instruction, curricula, staffing, supervising, etc. Differentiated staffing.
Finance	Existing resources considered adequate; will be reallocated.
System Accountability	Both qualitative and quantitative assessment methods will be used. Charters will be retained only if state learning goals are met.
Community/Parent Involvement	Teachers will involve parents; use learning resources from parents, libraries, agencies, and businesses. Campus extends to community/world.
Cross-Agency Collaboration	Social service agencies will offer on-site integrated with education. Co-location of agencies.

New American Schools Development Corporation (NASDC) Model:

THE Co-NECT SCHOOL

Contact: John Richards, Bolt, Beranek, & Newman
10 Mouton Street, Cambridge, MA 02138

Goal	To use existing technologies to bring practical applications of everyday circumstances into the classroom.
Vision	Technologies can create a communications environment in which much broader, deeper, and stronger learning can occur.
TEACHING AND LEARNING	
Standards/Outcomes	All children will master five core subjects and become comfortable with technology, while learning self-direction, perseverance, and commitment to quality.
Curriculum	Based on projects and seminars through which students acquire a deep understanding of key concepts in all subject areas. Videos and multi-media will be a strong curriculum component.
Instruction/Organization	On-going program of student-initiated projects that engage students in rigorous investigations of issues with local, national, or global interest, and result in a visible project. Each student will have a personal growth plan regarding his/her curriculum.
Student Assessment	Students will prepare and maintain resources and portfolios with assistance and suggestions from teachers.
SYSTEM COMPONENTS	
Organizational Structure	Restructured school community will consist of "clusters" of half a dozen teachers and 100 students each, which are the focus of all educational activities.
Roles and Responsibilities	Each cluster's teacher team will be a self-governing management unit, responsible for curriculum, budget, instructional organization, and management of school day and school year calendar.
Finance	Must operate with a budget comparable to conventional schools.
School Accountability	Student assessments will be used for school accountability.
Community/Parent Involvement	Student personal growth plans are developed with parent involvement.
Cross-Agency Collaboration	Schools will be connected to National Science Foundation Internet regional network.

New American Schools Development Corporation (NASDC) Model:

EXPEDITIONARY LEARNING

Contact: Meg Campbill, Harvard School of Education
Gutman 458, Appian Way, Cambridge, MA 02138

Goal	To provide students with critical personal and academic opportunities through intellectual and experiential expeditions.
Vision	"To start a school is to proclaim what it means to be a human being."
TEACHING AND LEARNING	
Standards/Outcomes	International Baccalaureate will be standard against which students will be assessed.
Curriculum	Based on International Baccalaureate, consisting of six subjects: English, foreign language, the study of humans in society, experimental sciences, mathematics, and practical and theoretical studies.
Instruction/Organization	Intellectual and experiential expeditions will call on intellectual inquiry and rigor, physical stamina, and service ethic. Expeditions will take place in a variety of sites, including museums, businesses, hospitals, airports, and community-based agencies.
Student Assessment	To attain a diploma, students complete prerequisites, carry out an approved senior service expedition, and pass International Baccalaureate examination. Each student will complete these tasks at his or her own pace.
SYSTEM COMPONENTS	
Professional Development	Teacher preparation and renewal will include development of close observational skills of one child over time.
Organizational Structure	Students are grouped into "Watches" of 8-12 students. Two to three Watches compose a "Crew" of 18-25 students who remain together for at least three years, with the same teacher in elementary grades and with a core group of teachers in middle grades and high school.
Roles and Responsibilities	Teachers take on the role of "expeditionary guides" after an apprenticeship phase. Principal advisors and teachers work in teams.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	Parents will participate in expeditions. Schools will sponsor service projects on site, such as recycling centers, bookstores, homeless shelters, food cooperatives, and daycare facilities.

New American Schools Development Corporation (NASDC) Model:

LOS ANGELES LEARNING CENTERS

Contact: Peggy Funkhouser, L.A. Educational Partnership
315 W. 9th Street, #1110, Los Angeles, CA 90015

Goal	To help multi-ethnic, multi-lingual students achieve world-class standards in education.
Vision	Culturally and ethically diverse children can achieve world-class standards in education through continuity, incentives, modeling, nurturing, and high expectations.
TEACHING AND LEARNING	
Standards/Outcomes	Students will learn subject matter in-depth and make connections across disciplines.
Curriculum	Core content will include mathematics, science, English, history, geography, languages, and the arts. Emphasis on real-world, complex problems; transition-to-work programs.
Instruction/Organization	In-depth, thematic teaching. Interdisciplinary organization; team teaching. "Moving Diamond" of support will link each young student with an older student, teachers, parents, and a community volunteer through grade clusters.
Student Assessment	Portfolios, projects, performance assessments. Benchmarks to link with national/state standards.
SYSTEM COMPONENTS	
Professional Development	Almost one day a week will be allocated to teachers for their continual learning; time will be freed up by community resources.
Organizational Structure	Site-based management. Year-round, multi-track schedules; non graded classrooms.
Roles and Responsibilities	Management Council composed of teachers, parents, students, and principal will make all schooling decisions.
Finance	Centers will operate on "zero-based" budgeting procedures. Must operate with a budget comparable to conventional schools.
System Accountability	Shared by staff, students, and parents by consensus decision making and contracts re: goals, objectives, performance.
Community/Parent Involvement	Business, social services, and community will be involved in planning and implementing.
Cross-Agency Collaboration	Health and human service agencies will be integrated with education and provided on school grounds.

New American Schools Development Corporation (NASDC) Model:

THE MODERN RED SCHOOLHOUSE

Contact: Carol D'Amico, Hudson Institute
53 Emerson Way, Indianapolis, IN 46226

Goal	To bring "classical education" to the classroom for all children - rural, urban, suburban, and Native American communities.
Vision	All students can achieve high standards.
TEACHING AND LEARNING	
Curriculum	Core curriculum drawn primarily from Department of Education's *James Madison* series, Department of Labor's SCANS project, and E.D. Hirsch's *Cultural Literacy*. Will include math, science, history, geography, and English. Will emphasize use of technology.
Instruction/Organization	Each student will have an Individual Education Contract (IEC), an educational road map for the student over a period of time. Students will be grouped in multi-age, multi-year "homerooms" with teacher/advisors. Self-paced learning.
Student Assessment	Each school will assess student progress at three transitional or "watershed"levels - primary, middle, and upper - and will create new testing mechanisms and new ways to report student progress to students, parents, and community.
SYSTEM COMPONENTS	
Organizational Structure	Each school will have autonomy from the district, flexible daily and yearly schedules, and the elimination of traditional grade structures.
Roles and Responsibilities	Principals will assume the role of CEO. School will possess a differentiated instructional staff, including master teachers, associate teachers, teachers/advisors, aides, and volunteers from a wide range of backgrounds.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	School will provide opportunities for parental involvement.
Cross-Agency Collaboration	School should focus on what it does best – academic training and character building – and other agencies in community should focus on what they do best.

New American Schools Development Corporation (NASDC) Model:

NATIONAL ALLIANCE FOR RESTRUCTURING

Contact: Mark Tucker,President, National Center on Education and the Economy
39 State Street, Suite 500, Rochester, NY 14614

Goal	To construct an education system driven by results, producing students who can meet national achievement standards that are among the highest in world. 243 schools planned by 1995.
Vision	Nothing short of a complete reinvention of the present educational system will do.
TEACHING AND LEARNING	
Standards/Outcomes	Will establish international benchmark standards for performance.
Curriculum	Outcome-based curriculum will be developed to give students access to depth of knowledge in core subjects and to facilitate school-to-work transition.
Instruction/Organization	Teaching methods should be altered. Advanced technology will be used.
Student Assessment	Will work with New Standards Project to develop standards and exams in national goal areas; work skills at grades 4, 8, and 10. Performance examinations, portfolios, exhibitions.
SYSTEM COMPONENTS	
Professional Development	Far-reaching development program will focus on observation, modeling, practice, master teachers, and coaching.
Organizational Structure	Schools and systems will apply principles of Total Quality Management.
Roles and Responsibilities	Teachers will be students' collaborators, designers of educational programs. Principal will be leader and facilitator of teachers' efforts.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	Before-and after-school child care, safe recreational opportunities, strong links between home and school.
Cross-Agency Collaboration	Will create integrated, comprehensive services, including prenatal care, health care, family support services, child care, preschool.

New American Schools Development Corporation (NASDC) Model:

THE ODYSSEY PROJECT

Contact: Edwin West, Gaston County Schools
P.O. Box 1397, 943 Osceola Street, Gastonia, NC 28053

Goals	To graduate students who are effective communicators, collaborators, creative producers, critical thinkers, and concerned and capable citizens.
TEACHING AND LEARNING	
Standards/Outcomes	Outcome-based education model that focuses on the knowledge, skills, and attitudes students should possess when they graduate.
Curriculum	Based on four core subject areas: English, social studies (including geography), science, and mathematics. A second language, music, art, drama, and kinesthetics also included at all levels of schooling. Community service an integral component.
Instruction/Organization	In place of traditional grade levels, learners will be grouped by five age ranges (0-3, 3-6, 7-10, 11-14, and 15-18). At the three upper levels, students will be required to attend weekly seminars addressing national and world citizenship issues.
Student Assessment	Movement in and out of all levels determined by accomplishment of performance outcomes. To graduate, students must prove mastery of exit outcomes through exhibitions, such as written and oral presentations and team role play activities.
SYSTEM COMPONENTS	
Organizational Structure	Schools will operate on a year-round schedule, including four terms of 10 weeks each (total 200 days) and a three-week mini-term. For all levels, a Learning Center open from 6:30 am to 6:30 p.m. will be provided.
Roles and Responsibilities	Teachers will be "learning facilitators" rather than "givers of information." Each Center will have an instructional manager and a non-instructional manager.
Finance	Must operate at a budget comparable to conventional schools.
System Accountability	Each Odyssey Center will be paired with a non-United States of America school and compared to established national norms.
Community/Parent Involvement	Family involvement is a primary goal. Adult family members will be required to provide a specific number of hours of service to the Center.
Cross-Agency Collaboration	Agencies will be contracted to provide health care, social services, wellness, and other essential support programs to students.

New American Schools Development Corporation (NASDC) Model:

ROOTS AND WINGS

Contact: Robert Slavin, Center for Research and Effective Schooling for Disadvantaged Students
The Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218

Goal	To provide every student not only with strong basic skills, but also with the thinking skills, creativity, flexibility, and broad world view needed to learn.
Vision	With appropriate curriculum and support services for all children, most students will succeed in the regular classroom.
TEACHING AND LEARNING	
Standards/Outcomes	World-class standards will be set on the basis of pilot programs in Maryland and Germany.
Curriculum	"WorldLab," a program in which children work on simulations of real-life problems and activities, will be used throughout elementary grades. Curriculum includes reading, writing/language arts, mathematics, science, and social studies.
Instruction/Organization	Commitment to "neverstreaming" as opposed to mainstreaming—keeping children in regular classroom. Extensive use of cooperative learning and integration across disciplines. An after-school program available to all students will include cross-age tutoring, special education, Chapter One Services, and a latch-key program.
Student Assessment	Innovative, performance-based measures used to assess children each year. Portfolios of written work; adaptive assessments that students take on computers.
SYSTEM COMPONENTS	
Organizational Structure	Four pilot schools will focus on early and elementary years. Students will be flexibly grouped across age lines.
Roles and Responsibilities	Each school will have a School Improvement Team to ensure the program is tailored to meet school needs and a facilitator to help school staff implement the design.
Finance	Must operate with a budget comparable to conventional schools.
Community/Parent Involvement	Family support team at each school will work to increase parent participation and to integrate services such as health, mental health, daycare programs, and food and rent assistance.

Commonly Asked Questions about Venture Capital

1. How are Venture Capital grants to be used? The Venture Capital grants are intended to promote fundamental changes in teaching and learning, assessment, governance, organization, and professional development at the school level.

2. How do I know if my school should apply? Venture Capital was not intended for schools to begin planning for school improvement. However, schools will be at different points in their school improvement efforts. A previous track record of school improvement will help a school establish commitment and capacity.

3. Can schools submit collaborative proposals? Yes. Two or more schools within a district or across districts can develop an integrated plan. If you take this approach, the schools need to ensure the joint proposal is school-based and not district-based.

4. Are the school improvement models listed in this monograph the only ones that can be used? No. The school improvement models listed in this monograph are some possible examples.

5. Can a school draw from several models to create their own? A school needs to be cautious about combining models. School improvement models generally have a substantial research base which provides a framework for schools to use. A faculty inventing a model needs to ensure that the model reflects the needs of the school.

6. If a school is significantly engaged in a school improvement initiative, can the school still apply for Venture Capital? Yes. Such involvement is a clear demonstration of commitment and capacity.

7. Can funds be used for operating expenditures? No. The Venture Capital funds are not for operating expenses; they are to be used for on-going and innovative professional development activities which promote fundamental changes in schooling. The school, however, could consider reallocating existing resources for operating expenditures, supplies, materials, and equipment which will support the school improvement initiative.

8. Is this $25,000 Venture Capital grant for one year? The state's commitment of support is to fund schools for $25,000 per year for as many as five years. This commitment is contingent upon funding from the legislature beyond 1995. Funded schools will need to demonstrate continuous improvement each year.

9. If a school does not receive Venture Capital funds in the first three funding rounds, will there be other opportunities in the future? The schools selected for funding in 1994-95 and 1995-96 will need to demonstrate

that Venture Capital is an effective means to support fundamental change in teaching and learning, assessment, organization, governance, and professional development. This evidence will be the basis for asking the legislature for an increase in Venture Capital funds.

10. Who controls the use of the money? The school is responsible for determining how the funds will best be used for professional development; however, schools will need to adhere to local district's fiscal procedures.

11. Does a school need to use the "School Improvement Self Appraisal" form (Appendix B)? There is no requirement to use this appraisal form; however, the questions do provide a focus for in-depth conversations about fundamental issues of school improvement and the data gathered can be useful in developing a needs profile.

12. What does a district need to do to support a school or schools applying for Venture Capital? A district must have a board resolution supporting school improvement; however, an existing policy (such as Ohio 2000 or BEST communities board resolution) may suffice. In addition, a district commitment to school improvement completed and signed by the superintendent is required. It must include a statement describing and citing examples of the district's commitment to: 1) site-based decision making; 2) community involvement; and 3) developing the capacity of schools to handle innovation and engage in improvement. If a number of schools from the same district are making application, the same the board resolution and the district commitment can be used in each application; however, examples cited in the district commitment should reflect the individual school applying.

Concluding Thoughts

You are personally invited to become a partner in creating schools for Ohio's future. Schools can change dramatically and even the best schools can become better. The key to improvement is active participation and collaboration. School renewal can only become reality when the learning community takes responsibility for making change happen.

Your role is to develop a strategy in which the best ideas and approaches work together, based on the needs of the school. The result will be a school culture in which learning is valued, individual contributors are recognized, community members feel empowered, leadership is shared, communication is facilitated, and student achievement is high.

With the help of this monograph, we invite you to look at your role in education in a new way. Even more importantly, we hope this will inspire you to create a vision for school improvement and to work to change schools.

Appendix A

Building a School Profile

The implementation of school improvement models will be founded on site-based management and will include provisions for sustained professional development for all educators and education support personnel. Understanding how well a school is performing is one of the first tasks in a discussion about school improvement models. This understanding will drive decisions on whether to adopt or invent a school improvement model.

In initiating discussions about school improvement, it is important to develop a profile of your school, district, or learning community to determine how to move forward with school improvement. Examine the current status in your school's vision for teaching and learning, assessment, governance, organization, and professional development activities. Ask, what needs to be changed?

Gaining a clear picture of the school, what it looks like in terms of students and student performance, faculty and staff, professional development, and the context of the school within the community, means that data must be collected and analyzed to accurately depict the profile of the school or learning community. Data collection involves generating and analyzing information that has been systematically observed, recorded, organized, or defined in such a way that the data can be processed and inferences made to substantiate decisions regarding adoption or invention of school improvement efforts. Effective school improvement is data driven. All decisions regarding the management and development of school improvement should be based on the careful review and analysis of relevant data.

There is a great variety of information regarding student, community, and instructional characteristics that can be gathered to develop your profile.

- Student characteristics may include attendance, retention, and dropout rates; failure patterns; gender issues; standardized test scores; numbers of students in special programs; and any follow-up information about former students.
- Community characteristics may include socioeconomic status, geographical locations, and community attitudes toward learning.
- Instructional characteristics may include teacher attendance rates, curriculum and school organization issues, the instructional strategies used by teachers, and the school's methods of assessing student progress.

By assessing capacity for school improvement, local educators will be able to determine whether members of the learning community are ready to proceed with school improvement, or whether there is a need to do preliminary work. Such work could include awareness building of the need for an expanded view

of school improvement, discussion among school staff concerning perceived developmental needs and goals, or reviewing various school improvement models. It is important to develop a consensus on capacity, commitment, and need before launching a serious school improvement effort.

School improvement efforts must be carefully planned, well-managed, and ultimately incorporated into a school system's ongoing structure and processes. School improvement models should be tailored to local needs, conditions, and resources. All stakeholders in the learning community must be included in discussions and formal planning sessions from the beginning in order to achieve desired outcomes. Initiating a broad-based dialogue in the learning community is a first step to getting started. A rationale for adopting or inventing a school improvement model can only be built after considerable reflection about teaching and learning has taken place and a consensus is built on the vision that will undergird the school's mission.

What is done or not done prior to funding often determines the success of school innovation and reform. The following self-appraisal inventory is provided to raise a series of questions, to stimulate thinking, and to provide a foundation for the creation of successful school improvement efforts.

Appendix B

School Improvement Self-Appraisal

Defining the needs of an organization can be accomplished by recognizing the gap between what is and what could be the difference between actual and optimal. The following self-appraisal instrument examines the fundamental processes of schooling; teaching and learning; assessment; governance and organization; and professional development. This review provides the opportunity to examine the school's commitment, capacity, and need relative to school improvement. The following self-appraisal instrument should be completed individually as well as collectively with representatives from the learning community. It can help determine a course of action regarding school improvement efforts and strategies.

Directions

Please respond to the belief statements for each of the four categories – teaching and learning, assessment, governance, and organization, and professional development. Two statements are asked for each attribute:

A. The extent to which your school presently reflects these attributes.

B. The importance that you attach to these attributes.

Use this scale to rate questions A and B for each item. Circle your responses.

1	2	3	4	5
Not At All	Very Little	Somewhat	A Good Deal	A Great Deal

TEACHING AND LEARNING are characterized by

1. Cooperative learning structures.	A.	1	2	3	4	5
	B.	1	2	3	4	5
2. Themes and interdisciplinary units.	A.	1	2	3	4	5
	B.	1	2	3	4	5
3. Explicit performance standards at regular intervals.	A.	1	2	3	4	5
	B.	1	2	3	4	5
4. The use of technology and electronic communications to enhance instruction.	A.	1	2	3	4	5
	B.	1	2	3	4	5
5. Improvement of classroom instruction and learning.	A.	1	2	3	4	5
	B.	1	2	3	4	5

6. Challenging but flexible instructional options	A.	1	2	3	4	5
	B.	1	2	3	4	5

ASSESSMENT is characterized by

1. Use of multiple techniques, including written, oral, and demonstration formats	A.	1	2	3	4	5
	B.	1	2	3	4	5
2. High expectations for all students.	A.	1	2	3	4	5
	B.	1	2	3	4	5
3. Attention to cognitive learning and personal and social development.	A.	1	2	3	4	5
	B.	1	2	3	4	5
4. Promotion based on performance, using outcomes with agreed-upon standards.	A.	1	2	3	4	5
	B.	1	2	3	4	5
5. Opportunities for learners to make public demonstrations of mastery.	A.	1	2	3	4	5
	B.	1	2	3	4	5

GOVERNANCE AND ORGANIZATION are characterized by

1. Site-based management and shared decision making.	A.	1	2	3	4	5
	B.	1	2	3	4	5
2. Active participation by the learning community.	A.	1	2	3	4	5
	B.	1	2	3	4	5
3. Formal collaboration with a variety of social service agencies.	A.	1	2	3	4	5
	B.	1	2	3	4	5
4. A school culture that encompasses the values, beliefs, norms, and habits of continuous improvement.	A.	1	2	3	4	5
	B.	1	2	3	4	5
5. An infrastructure that supports school improvement.	A.	1	2	3	4	5
	B.	1	2	3	4	5
6. New and expanded roles and relationships for the learning community	A.	1	2	3	4	5
	B.	1	2	3	4	5

PROFESSIONAL DEVELOPMENT is characterized by

1. Collegiality and collaboration.	A.	1	2	3	4	5
	B.	1	2	3	4	5
2. Incorporation of multiple knowledge bases	A.	1	2	3	4	5
	B.	1	2	3	4	5

3. Individual accountability for personal and professional renewal and reflection.	A.	1	2	3	4	5
	B.	1	2	3	4	5
4. Including the learning community as an integral component to school improvement.	A.	1	2	3	4	5
	B.	1	2	3	4	5
5. Programs sequentially structured and supported over time, leading to improvements in student achievement.	A.	1	2	3	4	5
	B.	1	2	3	4	5
6. Purposeful activities undertaken as a structured effort to enhance professional capacity.	A.	1	2	3	4	5
	B.	1	2	3	4	5

Once you have completed this self-appraisal inventory, examine your score for each item based on the two statements:

A. The extent to which your school presently reflects these attributes.

B. The importance that you attach to these attributes.

What types of patterns emerge? How do your scores compare with your colleagues and other members of the learning community? To what extent are your (low or high) scores based on your school's commitment, capacity, and need regarding school improvement? What types of follow-up action steps or strategies are needed?

NOTES

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